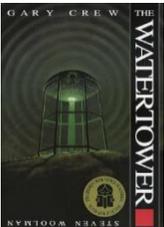
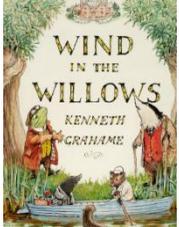
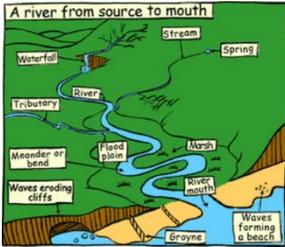


| Writing | Reading | Maths | Humanities History and Geography |
|--|---|---|---|
| <p>This term we are focusing on writing:</p> <p>Summer 1:</p> <ol style="list-style-type: none"> 1. Fantasy/Horror Story 2. Persuasion <p>Summer 2:</p> <ol style="list-style-type: none"> 1. Story from our Literary Heritage 2. Recount 3. Limerick <p>Our key texts this term are:</p> <ul style="list-style-type: none"> • The Water Tower (Gary Crew) • Wind in the Willows (Kenneth Grahame)   | <p>Fluency Development of reading accuracy and fluency across a range of age-appropriate and challenging texts.</p>  <p>Vocabulary- Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. Inference- Draw inferences such as inferring character' feelings thoughts and motives from their actions, and justifying inferences with evidence. Prediction- Predict what might happen from details stated and implied. Explain- Identify how language, structure and presentation contribute to meaning. Retrieve- Retrieve, record and present information from fiction and non-fiction Summarise- Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p> <p>Reading spine:</p> <ul style="list-style-type: none"> • Carrie's War (Nina Bawden) • There's a Boy in the Girls' Bathroom (Louis Sachar) • I Talk Like a River (Jordan Scott, Sydney Smith) | <p>Y5</p> <ul style="list-style-type: none"> • Statistics – interpreting timetables and drawing and interpreting line graphs • Shape – estimating, measuring and calculating angles • Position and direction – plotting co-ordinates and translating and reflecting shapes • Decimals – addition and subtraction • Negative numbers – counting through zero • Volume <p>Y6</p> <ul style="list-style-type: none"> • Revision for SATs • Shape – calculating missing angles; exploring circles • Position and Direction – plotting co-ordinates in all 4 quadrants • Themed projects and problem solving | <p>Geography</p> <p>Rivers Children will explore the following questions:</p> <ol style="list-style-type: none"> 1. How are rivers formed and how does this river change through the journey of a rivers existence? 2. Why and how do rivers succumb to flooding or over bank flow? 3. Where can we find the UKs major rivers? 4. Using our mapping skills can we investigate the features of a river and show how this will look on a map? 5. How are Waterfalls formed and what are their key characteristics? 6. Case Study – How does the Amazon River compare to that of the River Thames?  <p>The American Dream - North America Children will explore the following questions:</p> <ol style="list-style-type: none"> 1. Where is North America located in relation to the wider world? 2. What can we notice about the climate zones within North America? 3. How can we compare the times zones in North America to that of us in the UK. 4. Can we find and locate some of the physical features within North America? 5. How do the people of North America compare to us of the UK? 6. How have we as people changed the way North America looks?   |

| Science | PSHE/RSE | PE |
|---|---|--|
| <p>Light Children will explore the following questions:</p> <ol style="list-style-type: none"> 1. How does light travel? 2. How are we able to see objects? 3. What is reflection? 4. What is refraction? 5. What is the light spectrum? <div data-bbox="181 331 689 663"> </div> <p>Animals, including Humans Children will explore the following questions</p> <ol style="list-style-type: none"> 1. How long does it take for different animals to grow before they are born? 2. Why do babies not stay as babies? 3. How do animals grow? 4. How do our bodies change through puberty? 5. What are the seven stages of man? <div data-bbox="622 879 819 1002"> </div> <div data-bbox="159 1091 784 1315"> </div> | <p>Health and Well-Being Physical Health and Well-Being</p> <ol style="list-style-type: none"> 1. What are healthy sleep strategies and how do you maintain them? 2. What are the benefits of being outdoors for physical and mental health? 3. How do medicines contribute to health and how are allergies managed? 4. Can I explain that some diseases can be prevented by vaccinations and immunisations? <p>Growing and Changes</p> <ol style="list-style-type: none"> 5. What is meant by personal identity and what contributes to it? 6. Can I recognise, respect and express my individuality and personal qualities? 7. What is the link between participating in interests, hobbies and community groups and mental well-being? <p>Keeping Safe</p> <ol style="list-style-type: none"> 8. Can I identify when situations are becoming risky, unsafe or an emergency and identify occasions where I can help take responsibility for my own safety? 9. How do you deal with common injuries using basic first aid techniques? 10. How do you respond in an emergency? | <p>Striking and Fielding Children will work on developing skills based on the following questions:</p> <ul style="list-style-type: none"> Can I hit a ball both leg and off sides? Can I identify and hit the ball into gaps of the fielders? Can I find strategies of getting the batter out? Can I play a competitive game with purpose? <p>Outdoor Education</p> <ul style="list-style-type: none"> Can I recognise where I am on a map? Can I orientate a map correctly? Can I move accordingly to my next station? Can I identify different objects on a map? <div data-bbox="1742 552 2007 783"> </div> |
| | <p style="text-align: center;">Art</p> <p>Drawing – Water Children will explore the work of artists who have created pieces of art based on the theme of water, including the artists: Katshushika Hokusai, David Hockney and Zaria Foreman. They will understand how artists generate their own ideas based on their experiences. Children will learn different ways to show movement in their drawings using line and texture. Children will learn ways to show reflections in their drawings.</p> <div data-bbox="936 1201 1272 1425"> </div> <div data-bbox="1308 1201 1644 1425"> </div> <div data-bbox="922 1445 1151 1477"> <p>Katshushika Hokusai</p> </div> <div data-bbox="1317 1445 1482 1477"> <p>Zaria Foreman</p> </div> | <p style="text-align: center;">Design and Technology</p> <p>Electrical systems: Monitoring and control: Light (learning links to science)</p> <p>Children will explore the following questions when designing and making their own light sensor.</p> <ol style="list-style-type: none"> 1. What light sensor products are available to buy, who have they been designed for and for what purpose? 2. How does a sensor work? 3. What electrical systems could be used for the product you are designing? 4. What will your final product look like? <div data-bbox="1951 1342 2141 1469"> </div> |

| French | Computing | Music | RE |
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Describing People

Children will continue to practice the French phonemes so that they are able to pronounce French words with accuracy.

Children will develop French speaking, listening and writing through exploration of these questions:

1. Can I introduce a friend or family member using il or elle?
2. Can I describe my friend or family member’s personality?
3. Can I describe my friend or family member’s hair style and eye colour?
4. Can I apply my grammatical understanding to identify mistakes and edit my own work?
5. Can I describe a famous French person?

| | |
|-------------------------|--------------------------|
| <p>Describing a boy</p> | <p>Describing a girl</p> |
|-------------------------|--------------------------|

Web page creation

1. What makes a good website?
2. How would you lay out your web page?
3. What is copyright?
4. How can I preview my pages?
5. What is a navigation path?

Year 5 – ukulele: weekly lesson on a Thursday to develop musical skills to be able to make a good sound on a ukulele.

Children will enjoy ‘showcasing’ their talents in a concert at The Coton Centre in June – parents and carers are invited.



Year 5 and Year 6 Musical Elements - Rivers

Children will enjoy listening to and exploring a range of musical compositions based on the theme of rivers. They will listen to a range of pieces from classic to modern and place the pieces on a historical timeline.

Highlights will include: The Blue Danube (Strauss); By the River of Babylon (Boney M) and Sitting by the Dock of the Bay (Otis Redding) and Hold Back the River (James Bay).

Children will explore the music using the following questions:

1. How can I recognise classical music? What is it about this music which gives it its character?
2. What makes a piece of music choral? Can I be a part of a class choir and control my body and voice to produce a pleasing sound?
3. What is a synthesiser? How can music reflect feelings about real life in the present day?
4. How can I recognise folk music, and can I name a famous folk singer? Can I sing a folk song?
5. What musical elements are most important in dance music? Can I sing a popular dance song?
6. What is soul music and how can I recognise it? Can I learn and perform a song in a similar style, maintaining a third part?

A study of religion in Dubai and the UAE

Children will locate Dubai on a map. They will consider what they already know about religion in Dubai. Children will explore what rules visitors to Dubai have to follow and why. They will compare the rules people live by in Dubai to the rules we live by in Great Britain? Children will explore the history of the religious profile of Dubai. They will find out about the National Tolerance Program and why is it important.

Children will discuss the importance of having mutual respect and tolerance for those of different faiths and religions.



Environmental Impact

Children will write a set of rules to explain the things all humans should be doing to protect our environment. They will explore what the Bible states about looking after the environment. Children will explore what the Qur’an states about looking after the environment and what Hindu scriptures state about looking after the environment. They will explore consistent messages within these faiths and consider what we do as a school to improve, care for and protect for the environment?